DOCUMENT RESUME

ED 210 247 SP 019 019

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TITLE Creating Conditions for Professional Practice in Schools and Departments of Education.
PUB DATE 81
NOTE 26p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Academic Standards; Admission Criteria; *Educational Responsibility; Governance; Higher Education; *Institutional Autonomy; Preservice Teacher Education; *Program Improvement; *School Funds; *Schools of Education; *Teacher Education Programs; Teacher Educators; Teacher Effectiveness

ABSTRACT

There are four conditions that will enhance professional practice in schools and departments of education. The first condition is the necessity for commitment on the part of the education department and its faculty. As professionals, faculty must be committed to providing essential services to individuals and society, make decisions in the interests of students in accordance with the best knowledge available, accept responsibility for the decisions, and be accountable to the profession. Second, schools of education must have and exercise the governance of factors directly related to their educational mission. They must have the primary voice in determining admission and retention standards for programs, the content of those programs, the assignment of faculty, and the reward system for faculty. The third condition is that programs must be developed which not only include a broad spectrum in the liberal arts but also transmit the professional culture, the insights derived from the experience of effective teachers, and the expanding knowledge base regarding effective teaching. The schools of education are responsible for the quality of the students they offer for certification, and for monitoring and evaluating standards and procedures. In discussing the last condition, resource availability, it is pointed out that schools of education are not receiving a level of financial support necessary for training teachers who are truly professional. Specific recommendations for changing and improving these conditions include using professional educator associations, maintaining strict accordance with certification standards, and changing the funding patterns of schools of education. (JD)

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DEC 28 1981

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Creating Conditions for Professional Practice in Schools and Departments of Education

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December 1981

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CREATING CONDITIONS FOR PROFESSIONAL PRACTICE IN SCHOOLS AND DEPARTMENTS OF EDUCATION

Schools and departments of education comprise a relatively small part of a large and complex educational enterprise. Out of necessity the sections of this publication relate to individual parts or subsystems, such as teacher education units, but it is important to note that changes in one sector of the larger system will be insufficient and ineffective in the absence of change in other parts. A major challenge before all educators is to find a way to orchestrate changes throughout the system so that improvements in the individual parts will complement and support changes in other sectors. Perhaps this publication, with its attention to several of the key subsystems, will provide a useful vehicle for important and coordinated changes throughout the sectors related to training, practice, and support.

With the limiting features of interdependence recognized, this chapter addresses the factors that are specifically related to schools and departments of education. Consideration will be given to the conditions that must be changed if personnel preparation units are to evolve in consonance with other parts of the larger system as excellence is sought for the entire enterprise of education.

The conditions necessary for professional practice in schools and departments of education are those that impinge on the capability of an education unit to meet its responsibilities, which include:

1. to offer high quality and appropriate educational experiences for prospective educators;
2. to contribute to the knowledge base, broadly defined, that undergirds program content and educational practice;

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3. to serve the educational community in solving specific problems; and,
4. to provide leadership in anticipating the future and in developing programs and policies related to education that will enhance the human condition.

Factors that directly impact faculty relative to these responsibilities also affect the quality of education at all levels and in all settings.

Rationale

The ultimate goal for seeking conditions that will allow and enhance professional practice in schools and departments of education is the benefit that will be realized by individuals and society. Teaching, whether in schools or other settings, will be more humane and effective as a direct function of the ability of teacher education units to meet the responsibilities outlined above. Teachers can perform as professionals only if they are prepared to do so, and only if their education exposes them to the professional culture which includes the knowledge, skills, and ethical behavior associated with the profession.

While critics may claim that seeking improved conditions is a self-serving activity, failure to seek improved conditions would in itself be an unprofessional act. Teacher educators, in cooperation with others in the education field, must identify the imperatives and develop strategies that will be effective in achieving the conditions necessary for fulfilling the important obligations that we have.

In this paper the conditions will be discussed under the broad headings of commitment, governance, program content, quality control standards and procedures, and enabling conditions.

Analysis of the Conditions

Commitment

As noted in Educating a Profession (Howsam, et al, 1976, pp. 6 & 7) professions are associated with an identified social need, are committed to providing essential services to individuals and society, make decisions in the interests of the client in accordance with the best knowledge available, accept responsibility for the decisions, and are accountable through the profession. Schools and departments of education as units and teacher education faculty as individuals must adhere to and accept a commitment to these principles if professional practice is to be possible.

Schools and departments of education serve society by educating prospective and inservice educators; this includes transforming knowledgeable people into skilled and humane educators and providing services to assist professionals in staying at the forefront of knowledge related to education. The service is essential because of the importance of the misssion and because no other formal organization exists to address these functions.

Professional programs for educational personnel require the cooperation and active participation of faculty members who represent a variety of different fields of study. The nature of higher education requires faculty members to be aligned with their own field of study and its professional activities. However, the faculty who serve the teacher education program must also be committed to teaching and scholarship related to the personnel preparation programs. The needs of these programs should transcend the interests of individual faculty while preserving the essence of academic freedom. The only solution to the delicate balance required is a commitment on the part of the institution and individual faculty members to the mission of personnel preparation.

Governance

A profession must govern itself. Within the limits of social responsibility, the context of the broader profession, and the parameters of the institution, schools and departments of education must have and exercise the governance of factors directly related to their educational mission. They must have the primary voice in determining the admission and retention standards for educational programs, the content and process of those programs, the assignment of faculty to fulfill the mission of the unit, and the reward system for teacher education faculty.

The nature of both the broader profession and personnel preparation programs requires schools and departments of education to have close relationships with the schools, the teaching profession, state departments of education, and other schools and departments within the institution. Cooperation, mutual understanding, and joint efforts among these separate parts of the enterprise are essential. However, on matters of personnel preparation and the assessment of scholarship, schools and departments of education must have autonomy on decisions related to the maintenance and improvement of their services.

On many college and university campuses teacher education is governed by a cross-campus committee. Faculty members with a commitment to personnel preparation frequently are in the minority on such councils. The governance structure implies that the education of prospective teachers is the business of everyone and that decision making cannot be left to those people who have dedicated themselves to the education of teachers. The way in which teacher education evolved is probably a major reason for this organizational aberration.

However, a necessary condition for professional practice in schools and departments of education is control, within the limits noted earlier, of the programs and the professional environment within the teacher education unit.

The organization of the college or university must treat schools and departments of education as a unit parallel to other professional schools, vested with the authority to make decisions that will enable the unit to fulfill with effectiveness its responsibilities to the broader profession.

Schools and departments of education are accountable to at least three different groups. Within the college or university, the education unit must be accountable in maintaining the standards and goals of the institution and in the stewardship of funds provided. In terms of standards and the effectiveness of programs, teacher education is accountable to the broader profession. Because the legal authority for approving educational personnel programs is vested with the state, teacher education programs are accountable to fulfilling the conditions established by the state. The multiple lives of accountability complicate the lives of teacher education faculty but only reinforce the need for schools and departments of education to have autonomy within the system of checks and balances, the right to determine how they will meet the requirements of so many masters.

Program Content

Most if not all current teacher education programs are based on a deficit model. Because of the history of teacher education units within colleges and universities, the professional component of initial certification programs has been limited to a relatively small part of the requirements for the bachelors degree and initial certification. Whereas continuing professional development in other fields is largely an update of new findings and theories related to components of the basic, initial program, in education the continuing professional development activities are largely developmental, add-on work in topics absent in the initial program. The nature of post-baccalaureate course work is a logical consequence of the deficits in the initial program.

The education of a teacher always has been and will continue to be a combination of preservice, college or university course work and activities, followed by learning inservice including on-the-job insights, local school activities, and college or university course work which may lead to an advanced degree. This pattern of "lifelong learning" is appropriate and necessary and will undoubtedly continue in the future. However, the complexity of society, the lessening impact of other social institutions such as the family, and the expectations now held for teachers raise serious questions about the appropriate and necessary demarcation between preservice education and continuing professional development. To obtain the conditions necessary for professional practice, schools and departments of education must establish the right and need for an expanded role in the initial programs for educational personnel. The deficit model can no longer be tolerated.

Several of the characteristics of a profession listed by Howsam and his colleagues are germane to this characteristic.

> The profession collectively, and the professional individually, possesses a body of knowledge and a repertoire of behaviors and skills (professional culture) needed in the practice of the profession; such knowledge, behavior, and skills normally are not possessed by the nonprofessional.
>
> The profession is based on one or more undergirding disciplines from which it draws basic insights and upon which it builds its own applied knowledge and skills.
>
> Preparation for and induction to the profession is provided through a protracted preparation program, usually in a professional school on a college or university campus (pp 6 & 7).

These characteristics suggest that schools and departments of education must develop programs which include appropriate attention to the undergirding fields of sociology, anthropology, and psychology. Built on this foundation, initial teacher education programs must transmit the professional culture, the insights derived from the experiences of sensitive and effective teachers and the expanding knowledge base regarding effective teaching. In combination with the study of fields to be taught, this content comprises a protracted program which provides induction into the profession of teaching.

Teacher education, and teaching, will not become a true profession until those granted the initial certificate possess knowledge and skills not possessed by any well-meaning college graduate. That we know more than we now transmit during preservice programs is attested to by the nature of common programs of continuing professional development across the country. Layer upon layer of additional knowledge and new skills are added to the repertoire of teachers through graduate and continuing professional course work.

The need for an increased contribution to the initial certification program is attested to by the massive attention being given to the development of "inservice" programs. School boards, state departments, and teachers themselves recognize that the initial program is insufficient to prepare a teacher to be effective on the first day in the classroom.

Teachers should be broadly educated models for the children and youth with whom they work; teachers need a solid foundation in the undergirding disciplines; they need to know the theory upon which practice is based; they need the opportunity to develop, under skilled guidance, a teaching style that is effective within their own personality structures; they need a firm understanding of the subjects to be taught. The prevalent model of a bachelors degree with twenty per cent allocated to professional education is no longer sufficient for the demands of a complex society.

Quality Control Standards and Procedures

Admission to the profession is appropriately the jurisdiction of the broader profession based on rights granted by the State. Teacher education units are only part of the governance unit for initial certification, and rightly so. A faculty should not have sole discretion or even a major voice in the certification of its graduates; the possibility of conflict of interest and the principle of check-and-balance dictate a procedure that obviously will be other than self-serving. In a sense the accountability of a teacher education faculty is demonstrated through assessment of its graduates for certification performed by a cross-section of the profession and lay citizens.

Within the traditions of higher education and in recognition of accountability to individual students and to the profession at the time of assessment for initial licensure, schools and departments of education must establish procedures for the admission to its programs of students who with proper assistance have a favorable probability of developing the knowledge and skills required for initial licensure. In addition, retention standards and processes must operate in the best interests of students and the teacher education unit. Diagnostic procedures should help in identifying areas of weakness so that remediation and/or additional attention have an opportunity to be effective in the educational development of a prospective teacher. The procedures, and the standards, also should provide a base of information for counseling students out of teacher education programs and for identifying outstanding students for whom enrichment activities would be appropriate.

The AACTE Task Force on Teacher Competency Assessment (Heald 1981) has identified at least six points in the college program prior to the certification decision where competence can be and usually is assessed. These include admission to the institution, admission to teacher education, during course

work, admission to clinical practice, completion of clinical practice, and graduation. Whereas the first assessment is made by an institutional admissions officer, and the last must be consistent with institutional requirements, the school and department of education faculty have the opportunity and responsibility to develop procedures and establish standards for virtually continuous assessment of prospective teachers through the curriculum for which they are responsible.

Admissions and retention standards are in part value judgments and in part empirical. Additional research is required to expand the knowledge base on which a humane and effective system can be built. Every institution that offers teacher education programs has an obligation to monitor and evaluate its standards and procedures, to publish a formal statement outlining the requirements, and to apply the standards uniformly to all of its students.

Enabling Conditions

Among schools and departments of education there has been a common assumption that teacher education programs are funded and supported more as lower division liberal arts than as clinically based professional programs. Information available within separate institutions has supported the assumption.

In a recent publication, The Costs of Higher Education (1980), Bowen reports that in 1977-8 the educational expenditures per FTE student in all U.S. institutions of higher education was $3,646 (p. 38). He also reports that the ratio of students to faculty in the same year was 14.3. When this ratio was modified to reflect heavier weights assigned to advanced students, the ratio was 19.8 (p. 42).

Peseau and Orr (1980) reported a study of schools and departments of education in state universities and land-grant colleges. The title of the article, "The Outrageous Underfunding of Teacher Education," declares the

nature of their findings. They report that in the 29 institutions which submitted all data requested the average expenditure per full-time equivalent student was $927. Although the data reported in the article do not include the ratio of students to faculty, an unpublished report to institutions participating in the study one year later allow for obtaining some estimates. This author estimates from the Peseau and Orr data that the ratio of students to faculty in 1978-9 was 16.0 in schools and departments of education. An adjusted ratio comparable to the one reported by Bowen could not be obtained.

Even allowing for the different sources of information in the Bowen and Peseau and Orr data, it seems safe to conclude that schools and departments of education are not receiving a level of support necessary for professional practice. It is obvious that teacher education loads are heavy as measured by student/faculty ratios and that teacher education programs receive an unfavorable level of financial support. Additional data reported by Peseau and Orr suggest strongly that credit hour production per FTE faculty member and average class size are substantially above the average of higher education generally.

Teacher education faculty are demonstrating the substance of their fields each time they teach about it. In order to provide appropriate models for prospective teachers, faculty should work under conditions that will allow individualization, the constant monitoring of student progress, and the use of appropriate technology. In addition, the time required for clinical teaching and supervision of student teaching should count in faculty instructional load at a rate more favorable than the credit hours produced generally fit into university load analyses.

A professional school is not another liberal arts department. Students are largely upper division undergraduates and graduates. Instruction includes clinical elements and one-on-one instruction. Unlike departments in the

liberal arts and sciences, schools and departments of education have a major responsibility for providing assistance to schools and educational agencies, often in a form that does not produce credit hours. Even with these characteristics that differentiate a professional program from a liberal arts department, schools and departments of education do share the common mission of scholarship and creative development.

Most education units generate more institutional resources than they receive. They are subsidizers of other institutional programs. The funding basis for programs must be altered if schools and departments of education are to obtain the conditions necessary for professional practice.

Recommendations

Even though steps to improve the conditions necessary for professional practice in schools and departments of education will be successful only if changes also occur in other sectors of the total educational system, imperatives must be identified and accepted throughout the training arm of the profession, and strategies for change must be developed on individual campuses and in professional organizations. Higher education faculty must blend a propensity for taking initiatives with a willingness to work in parity with other segments of the profession and interested lay groups. Change throughout the educational enterprise requires first and foremost the identification of necessary conditions within each sector, followed by coordinated efforts across the various groups.

The specific recommendations affecting schools and departments of education directly will be presented in the same order as followed in the analysis of the conditions.

Commitment

Teacher education programs are comprised of courses provided by faculty from a variety of disciplines, both within education and from departments outside the education unit. Even within the education unit the separate courses are offered by faculty who, emulating their arts and science colleagues, are more committed to their own field of expertise than to personnel preparation. Steps to modify this condition can be taken on individual campuses and through activities within national organizations.

Professional practice requires the commitment of participating faculty members to the mission of personnel preparation. Making decisions in the interest of the client refers directly to the student/prospective educator enrolled in the program and indirectly through graduates of the program to children, youth and adults with whom graduates will work. As noted earlier, program needs related to the interests of the client must transcend the interests of faculty members individually.

Schools and departments of education that wish to participate in the education of prospective educators must develop procedures and policies that allow, encourage and perhaps require faculty to identify with and participate in decision making about the preparation mission. The nature of campus organization can enhance or hinder the development of commitment. Though this topic is discussed in the next section, it should be noted here that the right to participate in governance is an important factor related to faculty commitment.

In addition to developing a favorable organization, institutions should provide support for teacher education faculty to become involved with renewal and developmental activities related to the preparation program. It is much easier for a knowledgeable faculty to make a commitment to the program, and

opportunities to share and grow from interactions with peers from outside the institution will serve to reinforce the commitment.

At the national level AACTE has an opportunity to enhance the commitment of faculty to the teacher education mission. Most higher education faculty hold memberships in multiple organizations, but AACTE has provided through institutional representatives an opportunity for only limited participation in the national thrust, and then primarily for administrators rather than faculty. Though the details must be planned carefully, the proposal for individual as well as institutional membership holds the promise of an appropriate way to exploit and enhance faculty expertise and commitment to a teacher education involvement. The orchestration of multiple primary interests on the local campus for the purpose of seeking excellence in teacher education can be facilitated and reinforced by involving more faculty members in national activities.

Governance

The local campus governance structure must carefully delineate the autonomy required for professional practice and the lines of shared responsibility among different campus units and different segments of the broader profession. No one system is required or equally appropriate in all institutions, but general principles should be characteristic in institutions that provide the conditions for professional practice.

Schools and departments of education must be parallel to other professional programs, vested with the authority to establish admission, retention and graduation requirements, to assign faculty responsibilities within the professional program, to determine curriculum and instructional process, and to evaluate research and creative activities. Efforts should be initiated at the

state and national levels to include a standard sensitive to the governance imperatives in state approval programs and NCATE standards.

With the security and opportunities provided by autonomy, professional practice also requires a formal procedure for schools and departments of education to maintain effective two-way communication with other related units on the campus and with other segments of the educational enterprise, including schools, the organizations of teachers, and the state education department. While retaining the final voice in the items listed above, professional practice will not be possible in the absence of the support and cooperation of others who contribute to the personnel preparation program. Teacher education units should welcome and foster such involvement.

A consequence of autonomy is accountability. As noted above, schools and departments of education are accountable to students, the university, the state, and the broader profession. The denial or cancellation of accreditation and state approval should be standard practice for teacher education units which fail to exercise good stewardship toward their assigned mission.

Program Content

The joint NEA and AACTE Task Force on Profiles of Excellence for Teacher Education includes a specification of the knowledge and skills needed by a beginning teacher. To specify the guarantees provided by initial licensure is also to specify the components of education that must be addressed by teacher education units. To obtain the conditions of professional practice, schools and departments of education must have an opportunity to apply the knowledge and theories that will enable our students to become more educationally talented than a well-meaning college graduate.

The Profiles of Excellence document specifies that the rights (and responsibilities) of teachers include the perogatives of:

1. Determining classroom instructional objectives;
2. Adopting/developing models, methods, procedures for instruction;
3. Selecting instructional procedures;
4. Diagnosing students' needs and evaluating their learning process;
5. Controlling the teaching and learning environment;
6. Using specialized support services; and,
7. Determining continuing education needs.

The document also notes that these principles "represent those assurances preparation institutions are to make related to the requirements their programs will place on prospective teachers in order that they will qualify for a license to teach."

The program included in the Profiles of Excellence is based on a careful analysis of course work and experiences necessary to assure the ability of prospective teachers to meet the responsibilities they will have the first day in the classroom. A condensed version of the outline includes:

General Education

Basic skills and understandings

Study in arts, humanities, the natural and social sciences

Social and Behavioral Science Undergirding Pedogogy

Developmental psychology of learning, including modes of inquiry in psychology

Sociology and anthropology, including modes of inquiry in these fields

Teaching Field Specialization

Elementary education

Breadth of content areas

Depth in two fields

Integration of the elementary education subject fields

Secondary education

Depth in field(s) to be taught

Supporting disciplines

The elements of subject matter -- logical structure, uses, modes of inquiry, ways in which information is manipulated and dependability determined

Professional Education

Generic knowledge and skill

Foundations

Teaching domains

Professional specialization

Field/clinical experiences

Schools and departments of education cannot achieve conditions for professional practice unless the programs they offer are sufficient to guarantee professional expertise among graduates. The AACTE should endorse the program included in the Profiles of Excellence and implement strategies to assure its adoption on an institutional, state and national level. Profiles does not specify a time frame, only a set of characteristics for safe and professional practice.

At the state level, NEA (and AFT) affiliates and AACTE affiliates should develop programs to influence the modification of state approval standards and initial certification requirements.

At the national level the parent organizations can cooperate to realize a change in the NCATE standards to reflect the program content imperatives.

At the institutional level, schools and departments of education should begin the process of curriculum revision that is needed for the adoption of a comprehensive, professional teacher education program.

A statement in the Profiles of Excellence should reflect the prevailing assumption among those involved in a professional program. "Teacher education institutions are responsible for assisting persons to acquire, and for verifying their possession of, the knowledge and skills essential for teaching. Only institutions that demonstrate the capacity to produce graduates who have the prerequisites to licensure should be approved for teacher preparation."

Quality Control

As noted earlier, schools and departments of education must have the right to establish admission and retention standards for professional programs. Institutions have the responsibility of publishing the criteria and for applying them equally to all students.

An argument can be made that the quality of students is the single most important variable in determining the quality of a program. This argument suggests that adoption of high admissions standards would be the fastest and most effective way to improve teacher education programs and the quality of our graduates.

On the other hand, teacher education units should be expert in modifying behavior, in assisting students to achieve up to the maximum of their capacity. Thus, while some reasonable minimum qualifications should be required for admission, schools and departments of education should be capable of changing individuals, of helping serious students to become knowledgeable and skillful. This argument suggests that an emphasis should be placed on retention processes and high exit standards.

The reasonable course of action probably draws heavily from a combination of these positions. The profession and individual schools or departments need to derive effective and relevant standards for admission to teacher education programs. Institutions have a responsibility for constantly evaluating the standards they have established and accepting into programs only those students for whom a high probability of success can be predicted. In addition, institutions have a moral responsibility for accepting only the number of students who can receive appropriate attention within the resources available to the school or department of education.

In developing strategies for improving the quality of teacher education programs through the raising of standards for student admission, logic and social responsibility dictate that we be prudent and realistic. Standards that might be ideal could be entirely unreasonable at the present time. The relationship between salary and other employment conditions and the quality of students attracted to the field cannot be ignored. A reasonable approach would be to adopt a several-year plan which includes the gradual raising of standards. In this way we could hope to achieve improved conditions in the work place during the process of raising standards for admission to professional education programs.

A task force established by the Association of Colleges and Schools of Education in State Universities and Land-Grant Colleges and Affiliated Private Universities has recommended a modification of NCATE standards for admission and retention. These are recommended as a reasonable goal for the profession to achieve within the next few years.

Admission

The institution applies specific, published criteria for admission to teacher education programs.

Criteria for admission to teacher education provide assurance that the prospective teacher has high academic aptitude, a record of substantial academic achievement, and personal qualities deemed important to effective teaching. The admission process should include review of a portfolio of evidence compiled and presented by the applicant. The composite of qualities required for admission should be based on assessment of:

1. academic aptitude, e.g., ACT or SAT scores in the upper half of the college-bound normative population;
2. a grade-point-average in the upper half of the applicant's class at the institution;
3. evidence of literacy, e.g., the ability to communicate effectively in both oral and written form, the ability to perform common mathematical operations, and the ability to read and comprehend materials at a level common to upper division textbooks and resources;
4. evidence of interest in and effectiveness in working with children and/or youth, e.g., letters from competent professionals who have observed the applicant in camp, church school, youth group, or similar activities;
5. grades in the upper half of classes in courses which give specific attention to the historical, geographical, economic, and political conditions that impact current world problems;

the history of ideas; scientific and mathematical concepts basic to contemporary civiliaztion; and the principles of physical and mental health related to individuals and the community;

6. grades in the upper half of classes in courses related to the applicant's proposed teaching field(s);
7. grades in the upper half of classes in courses related to the undergirding education disciplines, including
    a. growth and development,
    b. typical and atypical behavior patterns in different cultural contexts.
    c. cognitive, affective, and psychomotor development,
    d. social factors common to cultures and to evolving societies.

At the time of admission the teacher education unit assigns an advisor to the student. This advisor understands the philosophy, content, and standards for the program. In addition to evaluating the progress of the advisee each term, the advisor attempts to know the student as a person and as a prospective professional, and works with the student to plan strategies for addressing weaknesses and enhancing strengths of the individual.

Retention

The institution applies clearly-stated evaluative criteria and establishes time frames for the retention of candidates in basic programs. These criteria are reviewed and revised periodically, in

the light of data on the teaching performance of graduates, to increase the probability that candidates will become successful teachers.

Students are evaluated after each term, prior to an institutional decision to allow enrollment in the next term. The process includes assessment of evidence added to the student's portfolio including satisfactory grades in courses and, when appropriate, favorable assessment of student performance in practical experiences, e.g., serving as an aide, microteaching, and tutorial activities.

Admission to the practicum portion of the program is based on published criteria related to levels of achievement in program components completed during prior enrollments.

One of the most important goals for a group which is attempting to achieve professional status is the establishment of high standards for the institutions approved to offer personnel preparation programs. The standards should be discriminating and applied tenaciously and should be based on evidence that graduates of the programs are highly qualified professionals. The standards should be completely neutral on the matters of size of institution and number of programs offered, but they should be rigid with regard to those programs that are offered.

To achieve this aspect of quality control, AACTE and its state affiliates should cooperate with other teacher organizations to effect a major change in NCATE and state approval standards. In addition, we should seek through the state approval process a mandate that all teacher education institutions have regional and national accreditation.

Enabling Conditions

The quality of programs offered by schools and departments of education is limited by the adequacy of resources, including faculty and facilities, that are committed to the professional programs. The current "outrageous underfunding" must be changed dramatically if the conditions for professional status are to be realized.

One strategy for achieving a favorable level of funding for schools and departments of education includes efforts to modify standards for NCATE accreditation and state approval. Every institution need not offer teacher and school personnel programs, but those that elect to do so should be expected to make a commitment of resources sufficient to provide conditions for professional practice.

Although some state standards, e.g. Ohio, specify the maximum ratio of students to faculty, some variation in this factor can be expected among institutions. However, the allocation of faculty positions should be appropriate for the model used for personnel preparation programs, and very few institutions can claim adequate faculty resources at the present time.

In addition to the number of faculty, the expertise represented should be appropriate for the topics included in the program. Maintaining familiarity with a large number of areas of scholarship is an unrealistic expectation. Professional practice requires a sufficient number of faculty so that a reasonable and appropriate distribution of teaching field responsibilities is possible. An imperative of professional practice is a teaching assignment limited to topics for which the instructor can claim, and demonstrate, an up-to-date knowledge of the current scholarship.

The funding pattern for schools and departments of education also should recognize the time required by faculty for supervising clinical teaching and student teaching and for working with schools and state agencies. As noted earlier, such activities, which are essential aspects of professional practice, usually do not produce credit hours commensurate with the time expended in them. Thus, the funding formula for professional programs must include a correction factor to reflect the true requirements of faculty time in high level professional practice.

A Final Word

If all of the recommendations noted above were to be adopted and realized, conditions in schools and departments of education would be changed markedly. No longer could we rationalize our failures and limitations; in a sense we would be placed in a position of demonstrating our ability to be as effective as we have claimed we could be, if only....

We also should recognize the awesome burden of accountability that would accompany the receipt of adequate resources and autonomy appropriate for professional practice. But we should welcome that burden; professionals should behave professionally.

References

The author would like to note that this presentation draws heavily on the work of the ACSESULGC/APU Task Force on Standards for Extended Programs. Though they are not responsible for this interpretation, thanks should be given to Robert Howsam, Robert Burnham, and Jack Gant.

The author also has drawn from the referenced Profiles of Excellence for Teacher Education. My thanks are given to Sharon Robinson, Robert Egbert, Louise Dieterle and George Denemark.

Although specific reference has been made to pages in Educating a Profession, the author has drawn generally from additional concepts and assertions that appear in the document and that have influenced certain aspects of the two activities noted above.

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